

| Timestamp           | What are the key aspects of a professional learning community that must be in place in your school?  | How do we assess the presence and effectiveness of these conditions in your school?   | What do we do if these conditions are not in place in your school?   | What do we do if these conditions are already in place in your school?  |
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| 11/20/2011 16:38:41 | Norms - we are not there yet.<br>Focus on data, collaboration, communication, creativity, and critical thinking - not there yet - but sort of!<br>Focus on collaborating on key questions - What do we want students to know, how do we know they are getting it and what do we do if they are or are not getting it??? - definately not there yet.<br>Team work - we do not teach in isolation (getting better)<br>Goals - vision - alignment with district goals, Graduation Matters, and 21st Century.  | Listening Tours<br>Interviewing Teachers<br>Interviewing Parents<br>Interviewing Students<br>Looking at student achievement data ---- behavior data<br>My Voices Survey   | Help us - by giving us TIME to develop. Time to collaborate and share ideas and best practices. I feel like most people in leadership have a strong vision - one that alignes with district vision..... we just need time to make it happen and time to do the work..... I personally need help in revamping my schedule to give teachers mroe collaboration time - how about a regional meeting that does that? I am inspired, I do have plenty of resources, and somewhat of a knowledge base on how to make it happen.... just don't have the time! | Share best practices.... we are already talking about this and trying to do this in our K-12 PLC. We had a loose format to our last meeting and we got to talk about things we care about and need support with - I walked away with things I used the very next day. Time, time, time.... (not necessarily structured for us :)) |
| 11/21/2011 7:26:51  | 1. Specified time for meeting - scheduled early outs<br>2. Leaders trained in assessment<br>3. Majority of departments are engaged in the four questions   | 1. Nothing formal   | 1. After a period of familiarity, we can put together a more formalized timeline; however, each department is a different readiness level. Some need to focus on the norms, relationship building, while others are already designing quality assessments and student self assessment.   | 1. Continue. There is no end.   |
| 11/21/2011 9:38:15  | Education of what a PLC is, what consensus means, and the things that collaboration must take place. Time to develop the common assessments to see what students know. Time to develop a plan of what to do if they don't learn it. Time to devleop a plan of what to do if they do learn it.  | Surveys along with looking at benchmark assessments in reading and in math.   | Develop a systemic structure within the district that develops the "Time" that is needed to do this work. This includes looking at the CBA and how it eliminates the ability to create common time, ie. lunch hour, early outs, prep time, as well as a year long calendar.  | Celebrate, share with other schools what you are doing, be flexible and willing to always look for ways to improve.   |
| 11/22/2011 8:09:27  | 1. Structured time set aside to meet.<br>2. Clear goals set with students and teams.<br>3. Progress monitoring of goals.<br>4. Common formative assessments reviewed on a frequent basis.  | 1. The presence can be seen when we meet.<br>2. The effectiveness can be measured by progress monitoring data..   | I'm not sure.  | I'm not sure.   |
| 11/27/2011 11:05:59 | We need chunks of time set aside for collaboration. We also need to deepen understandings of PLCs and the essential questions.<br>Here are the targets for PLC implementation at Hawthorne:<br>•I can collaboratively write essential learning targets for reading and writing.<br>•I can collaboratively analyze data to plan for instruction, intervention, extension.<br>•I can develop and share a team notebook which contains our meeting schedule, team norms, agendas & notes, essential learning targets, common assessments & scoring guides.<br>•I can collaboratively plan and implement intervention and extension based on formative and summative assessment data.<br>•I can attend one PLC meeting per week that focuses on the essential questions. | The team notebook will contain a meeting schedule, team norms, agendas and notes, learning targets for reading and writing, common assessments and scoring guides. Progress is documented in the notebooks.<br>We want to see student progress toward meeting the targets.  | Ideally, teams will receive support from building principal, instructional coaches or a teacher leaders.<br>I would like to have 2-4 teacher leaders attend a PLC at Work Summit to create a foundation of understanding for implementation.   | Then we move on to creating targets for math or student engagement. Teams can create pathways for curriculum integration or project based learning.   |
| 11/29/2011 18:39:29 | The aspect of collaboration comes to my mind. The independent contractor is still alive at the high school level and as we use PLC's to discuss and make collaborative decisions that more adults are on the same page and in agreement about various issues. The issues are very important. Norms, protocols, essential standards, learning targets based on criteria, formative assessments, summative assessments, grading practices are all key components of an effective school. I see collaboration as the foundation and PLC's as the vehicle to build a strong and healthy school.  | The professional development time that is committed to PLC work is one measure of the presence of collaboration in our school. Through PLC work, decision making for departments and the entire school can be shared and reflect less of the traditional top down model. The effectiveness will ultimately be measured in an increase in student success. Attendance, graduation, test scores, less drop-outs are example of measures that will be used to measure effectiveness. | We need to stay focused on the goal of collaboration and the use of PLC's to drive curriculum decision-making practices. Taking the time to self-evaluate progress and give credit to our success and acknowledge our weaknesses with a plan of action will allow us to stay on point and continue to develop the PLC model. It is a long term project with no end. Simply a cycle that over time will become the norm of how we do business.  | blank   |
| 12/1/2011 11:56:07  | While many aspects for PLC's are already in place for grade level work, we need to find time for other PLC's such as RTI, MBI, and vertical curricular work to be done. In addition while I feel that the three ideas of a PLC exist in most schools we must contiually remind ourselves that All students need to achieve to a high level, we must work together, and focus on results.   | To assess the presence and effectiveness of of the conditions will take ongoing collaboration and communication of not only the WMS community, but also collaboration and communication between other administrators and teachers in both the region and district.  | For any conditions that may not be in place we must take the steps and problem solve the obstacles and roadblocks and put the conditions in place. In doing so we must remember that it will take everyone working together to eliminate the obsticals to be succesful.  | For the conditions already in place, they need to be assessed for effectiveness and analyzed for more sustainability to help raise student achievement further.   |
| 12/1/2011 14:34:37  | Collaboration that is focused and interdependent. Teams must have a common goal and they must consider and employ the four major questions. These question drive the process. There must be time and a schedule in place for PLC's to meet within the work day. Teams must develop norms and review those norms before each meeting. It is critical that PLC's have an achievable goal(s) and progress toward that goal is documented.   | We require PLC's submit their minutes to the Principal and the Principal schedules time to visit with PLC's. These visits should not be to every team meeting but should occur regularly. Progress toward the goal must be evident.   | We meet with teams to review the process and protocols. We make sure norms are in place. We review the importance and effectiveness of PLC work.   | We acknowledge and support the PLC process. We celebrate our accomplishments. We make sure the focus stays on the PLC process and help teams to see their work is making a difference with their students. We carefully and respectfully expand the process. We sign up to be a presenter at a DuFour conference!                 |

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| 12/1/2011 16:06:37 | 1. all are participating - no exceptions<br>2. staff are exploring the 4 questions with fidelity.  | 1. Student results are analyzed for progress: MAP scores; Grade distributions; use of PACE for interventions/enrichment; % of student in Good Standing each week/quarter.   | 1. Continue to work to create processes for reporting evidence.<br>2. Using walkthroughs to determine the "right" questions to ask teachers about their delivery of instruction/classroom management.<br>3. Continue to restate the vision/purpose of PLC and how it will progress the work forward.<br>Start at the place we left on and continue on our journey to put them into place. | WORK...WORK....WORK!  |
| 12/1/2011 16:18:13 | A collaborative focus on learning both for adults and students.<br>Norms<br>Consensus building<br>Clear purpose and understanding of what it is we are trying to build.  | Staff members work together to establish clear lines of communication and have worked together to create common goals.  |   | Continue to monitor regularly and adapt, improve, or celebrate!   |
| 12/1/2011 17:07:21 | * A belief that the work of a PLC matters and is honored.<br>* A belief that members of a PLC can learn and improve their skills through collaboration.<br>* Time to do the work.<br>* PLC group leaders who are committed to the importance of professional development and persevere on their own when challenged by their peers.  | * Honest conversations with the groups.<br>* Conversation with the group leaders.<br>* Improved attendance.<br>* Improved (lower) failure rate.<br>* Improved graduation rates.<br>* Smaller class sizes in support classes.  | * Identify need through data collection and conversation.<br>* Train PLC group leaders.<br>* Find time to do the work.  | * If the conditions are in the school, they need to be supported and improved. We also need to challenge the members of a successful PLC to share their strategies of success with others.<br>* Cheer and go have a beer!   |
| 12/1/2011 22:50:09 | 1.supportive and shared leadership,<br>2.collective creativity,<br>3.shared values and vision,<br>4.supportive conditions, and<br>5.shared personal practice.  | Surveys<br>Data<br>Feedback   | Collaborate with staff and administrators to learn, examine, understand.  | Support and celebrate   |
| 12/2/2011 8:57:48  | Because we are eight years down this road, our views on what must be in place for effective PLCs have evolved. Here is an abbreviated list of what we now expect for success:<br>-shared common goals that are specific, measurable, attainable, realistic and timely<br>-embedded and established RTI process K-5 that involves all staff members<br>-focus on individual student needs in regards to time and resource management<br>-effectively using assessments that measure what we need to learn about student progress and using the data collected to write SMART goals for grade level common assessments<br>-tracking every student using common assessment data; keeping documentation for future use<br>-analyzing assessment data with common core goals as the baseline<br>-using data to make dynamic adjustments to lesson planning<br>-using a formal protocol for reporting student progress to parents every month<br>Once you have systems in place, leadership must trust new directions that teams will want to try. With team ownership comes a natural accountability and a passion for results. Without the passion needed to work toward different outcomes, PLC work is just is that...work. Passion instills commitment. Commitment breeds enthusiasm and possibilities. | Simple. Is the school successful? Is the school moving forward and is that progress measured by meaningful assessment data? Is there evidence of creative solutions to problems? Is there evidence of parent involvement? Is there evidence of high staff morale and a positive climate? Is there student surveys regarding how they treat each other and if they feel respected? | Go back to the beginning.<br>Define needs.<br>Set goals.<br>Establish protocols to reach goals.<br>Meet.<br>Assess.<br>Retool.<br>Sometimes it is necessary to make difficult staffing changes - including in building movement.<br>Sometimes it is necessary to hire new talent.   | Having these conditions in place means you and your staff have about 50 balls in the air at once. The work is time consuming and sometimes exhausting and the targets are constantly changing. Every day brings on a new challenge to meet and staff burn out becomes a problem. You have to make sure that folks are healthy and happy and excited to try new methods. Innovation and "thinking outside the box" becomes the fuel to keep moving forward and in new directions. The old phrase "if you are standing still you are going backwards" is really true. |
| 12/4/2011 15:09:37 | Collaboration that is focused and interdependent. Teams must have a common goal and they must consider and employ the four major questions. These questions drive the process. There must be time and a schedule in place for PLCs to meet within the work day. Teams must develop norms and review those norms before each meeting. It is critical that PLCs have an achievable goal(s) and progress toward that goal is documented.  | We require PLCs submit their minutes to the Principal and the Principal schedules time to visit with PLCs These visits should not be to every team meeting but should occur regularly. Progress toward the goal must be evident.  | We meet with teams to review the process and protocols. We make sure norms are in place. We review the importance and effectiveness of PLC work.  | We acknowledge and support the PLC process. We celebrate our accomplishments. We make sure the focus stays on the PLC process and help teams to see their work is making a difference with their students. We carefully and respectfully expand the process. We sign up to be a presenter at a DuFour conference!   |